

New York College
for the Training of Teachers

Horace Mann School

1892-93

9 University Place

New York College for the Training of Teachers.

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SOME FOUNDATION PRINCIPLES.

"Two grand qualifications are equally necessary in the education of children — Love and Knowledge."—HORACE MANN.

"The end and aim of our work should be the harmonious growth of the whole being."—FROEBEL.

"A complete education implies the training of the hand in connection with the training of the mind."—JAMES MACALISTER.

"Educate towards a knowledge of truth, a love of the beautiful, a habit of doing the good."—WILLIAM T. HARRIS.

"The school is the place for education in intelligent patriotism and citizenship."—BENJAMIN HARRISON.

"Manual training is mental training through the hand and eye, just as the study of history is mental training through the memory and other powers. It is a mental tonic; it strengthens and broadens every mental activity."—NICHOLAS MURRAY BUTLER.

"The use of tools and the teaching of cooking and sewing are as truly educational as any of the familiar features of the public school; they supply desirable elements which can be obtained as well *from no other source*; they are not only compatible with the integrity and dignity of the school system, but they promise greatly to increase the general interest in the schools, if not to become the very salvation of the school system itself."—FRANCIS A. WALKER.

THE Horace Mann School is related to the New York College for the Training of Teachers as its School of Observation and Practice.

From this fact it follows that the supervision and instruction of each pupil in the school is in the hands not only of a staff of expert teachers but of a faculty of specialists, to whom the efficiency of the school is a matter of professional concern.

The studies pursued and the methods of teaching employed are designed to develop power no less than to afford culture ; an all-round development is sought through manual training, music, and gymnastics, as well as through those subjects usually taught in schools ; the individual pupil, not the class, is the unit.

The Horace Mann School is complete ; its pupils may spend the entire period of school life in one school under unity of plan and under a uniform administration.

Horace Mann School.

THE KINDERGARTEN.

The school life of the child may begin, at the age of three or four years, in the Kindergarten, where he may spend a short three hours daily. The work is conducted by the Director of the Kindergarten, with competent assistance, and is designed to lay the foundation for all future education by the rational awakening of the child's mental powers.

In the singing, in the morning talk, and in the games the activities of the child are awakened and guided in their operations and he learns by association with others lessons of unselfishness and true politeness. In the gifts and occupations, on the other hand, he not only learns to invent and to construct, to model and to draw, but, by being allowed a measure of freedom in both work and play, he gains independence, self-reliance and self-command. When the proper stage of advancement has been attained, which usually occurs not later than the sixth year, he enters the Primary.

THE ELEMENTARY SCHOOL.

The work between the Kindergarten and the High School is planned to occupy a period of eight years, but may be abbreviated or prolonged as the ability of the pupil may require.

In the primary grade the work begun in the Kindergarten is continued, with such modifications as are demanded by increased power and maturity of the pupil. To this is added systematic instruction in reading, penmanship, number, and science-or nature-lessons. In all the work at this early age in the acquisition of power to use symbols, the closest relation is preserved between the thought and the symbol. Number-lessons begin with

the concrete study of quantity in its limitations of form and size, in order to make intelligent preparation for the use of figures. The effort is made to combine the best adaptation of the Grube system of teaching number with such study of form as shall develop in the higher grades into parallel courses of arithmetic and geometry.

The study of form and color is continued, beginning with the first year in school, each being an integral part of the whole scheme. Clay is used for the child's first means of expression and the typical solids and the forms based on these are modeled. In the drawing, even in the most elementary stage, the effort is to make the work free and unconstrained, and with this end in view much practice is given. The plane figures derived from the solids are studied, drawn, cut from colored paper, arranged and pasted as a beginning in decoration. Color is taught with especial reference to the education of the color sense. Historic ornament is associated with decoration throughout the entire school course.

In reading the sentence method is used and from the first simple lesson the pupil is led to group words naturally, to read while under the control of thought. The early lessons are given from the blackboard in script, and incidentally and by imitation it soon follows that a knowledge of penmanship is acquired.

The graded lessons in elementary science contribute subject-matter for the blackboard reading lessons. The science lessons are arranged with reference to the changing seasons in order to take advantage of the material that nature presents. The school has a yearly permit admitting to the use of parks and giving freedom in the collecting of necessary specimens. The course includes an extended study of the life of typical plants from the fruit to the production of fruit again, lessons concerning the life and characteristics of animals, the more common minerals, and simple experiments in physics and chemistry.

The foundation for the study of history and geography is laid in observation of the weather, movements of the sun, departure and return of birds, changes in vegetation, and in the relating of carefully-selected stories told by the teacher and reproduced orally by the pupils. These stories taken from the classic lit-

eratures of the world are designed to place before the children types of human character and of human situations that may afford true guidance in the studies and conduct of later years. A series of eight judiciously arranged and attractively related stories of the boy, the man, and the discoverer, Christopher Columbus, has proved that the historic sense exists in even the youngest children.

It is found that manual training, in this grade as in every grade, not only affords training to the judgment, the executive faculty and the power of expression as well as to the will, but gives healthful recreation by so varying the exercises of the school day that the study of books alternates with the study of things, and the hand, the eye and the mind supplement and relieve one another. Music by the Tonic-Sol-fa system is taught here, as in every grade of the school, and systematic gymnastic exercise is afforded.

The next six years are spent in the Intermediate and the Grammar grades, where the same general principles are applied in the teaching of the same subjects in their broader development and fuller detail. An effort is made not only to secure complete development through the teaching of all the subjects of a complete curriculum, but to impress upon the children the mutual relationship and dependence of the different branches.

In reading the end sought is to make children lovers of good literature. So long as the process of reading is slow and laborious there will be a corresponding antipathy for engaging in it. The immediate object is, therefore, to give the reader the ability to look beyond the written expression to the meaning. The constant endeavor of the teacher is to cultivate the power of thought-gleaning, both in silent and oral reading, applying reproduction as the test of success. The pupils receive constant training in word analysis and in the use of the dictionary. From the reproductions in reading, the transition to lessons in language is easy and natural, and these in turn furnish material for the study of grammatical analysis and construction. All lessons are made to re-enforce the work in language, incidentally in the oral work and directly in the written reproductions. Students

of this grade have access to the library and no phase of the work is of greater interest than the time spent in the Bryson Library. Here, under the supervision of the librarian and the teacher of the grade, the pupils learn to use books of reference in history, travel, biography and science, as supplementing the text-book, and are afforded an opportunity for systematic reading. In the last year of the grammar school either Latin or German may be begun.

In mathematics the instruction includes written arithmetic and constructive geometry. All new topics are introduced orally and objectively, the effort being to train the pupils to intelligent thinking and right habits of investigation rather than to automatic work in accordance with memorized rules.

Geography, viewed as the study of the earth as the home of man, is found to be the natural approach to a group of related subjects; on its physical side correlating with natural science, on its political side, with history. In the study of both aspects, lifeless aggregates of unrelated facts give place to unified, and hence living, knowledge. The systematic work in history in this grade includes the discovery, exploration and colonization of America; the growth and development of the United States to the present time; and elementary studies in civil government.

The lessons in science, given in the form of object lessons on animals, plants and minerals, are reproduced in the classes in language and geography. Interesting books on natural history are provided in the class-room to satisfy the desire for information which the object lessons create. Sewing, in the lower classes, is made a study not only of stitches but of textiles and textile processes. The principles of cookery, illustrated by the preparation of simple dishes, and the principles of hygiene, are studied in their relations to physiology and chemistry.

Particular attention is given at this stage to pictorial drawing, care being taken to cultivate the seeing before the drawing. In decoration plant-forms are adapted to ornament.

In constructive work the stick-laying and paper-folding and cutting of the Primary grade is followed in the Intermediate grade by paper-working in the construction of type solids and

elementary wood-working, requiring the use of the bracket-saw and the knife. In the Grammar grade are given exercises requiring the use of a greater variety of tools. The course includes the common forms of joints, simple, useful articles, and the elements of wood carving, and is accompanied by work in mechanical drawing. Wood-working, on the one hand, articulates with geography, history, science and language, through discussion of woods in their history, occurrence, and functions in nature, mode of preparation, physical and chemical properties, uses in commerce and the arts, and the study of historic forms in carving ; and, on the other hand, with form study, drawing and geometry, through the constant illustration of practice by theory and the application of theory in practice.

THE HIGH SCHOOL.

In the High School course of four years, students may prepare, by appropriate courses : (1) for entrance to the New York College for the Training of Teachers ; (2) for entrance to other professional schools, or for colleges and technical schools ; or (3) for citizenship and the active duties of life. The curriculum includes English, history, mathematics, Latin, Greek, German, French, science, manual training, physical exercise and music.

English is studied daily throughout the course, and embraces higher English grammar, rhetoric, the study of words, the committing to memory of choice selections ; the reading and appreciative study of standard works in American and English literature ; constant drill in writing, not upon conventional subjects, but upon interesting topics arising in the work in history, literature, science, art and manual training. In the written work emphasis is laid upon correct punctuation, proper division of paragraphs, and clearness of style.

The course in history includes a study of Grecian, Roman and English history ; the political history, the government and institutions of the United States.

Mathematics embraces plane geometry, algebra, solid geometry and commercial arithmetic in the order named. The inven-

tional or constructive geometry, studied in connection with form study and drawing in the later years of the preceding grades, gives such command of principles and processes in the concrete that pupils may pursue the abstract study unburdened by a textbook which requires them to follow laboriously the thought of another instead of independently thinking out original proofs.

Latin is taught as being the basis of appreciative use of English and as an indispensable means of gaining discipline and culture. The method employed is the one best calculated to train the power to observe, to think and to appreciate while giving most thorough command of the language. The facts and principles of the language are learned from the direct study of the text rather than of the grammar. The grammar is used as affording convenient and systematic classification. The course embraces the reading of easy stories, Cæsar, Vergil, Cicero, with Latin writing and reading at sight.

German includes the reading and relating of easy stories; a systematic study of the grammar; exercises in translating from English into German; the study of some work of Goethe, Schiller or Lessing, the writing in German of criticisms and analyses based on the text. The aim is to give facility in speaking and reading the language and to lead the student to appreciate some of its best literary productions.

Elementary Science includes methodical study of the natural sciences for the purpose of acquiring a knowledge of their subject-matter, in this respect differing from the science work done in the lower grades of the school. The students perform their own experiments in the laboratory and their work is expected (1) to make them careful experimenters, (2) to make them accurate observers, (3) to teach them to draw correct and honest inferences, and (4) to show them how to acquire and appreciate scientific information.

The method of treating a topic is somewhat as follows: The subject is first presented to the pupils in the form of queries. If these queries are capable of being answered by experiment, the class is sent to the laboratory with definite directions and with definite questions in their minds: if the queries involve an appeal

to nature, or to some plant, animal or mineral, the answer is sought by directly investigating these; if the answers are to be found by visiting factories or by quizzing people or by searching books, these sources are consulted. A collection of most of the common-school text-books is kept in a book-case in the laboratory, and pupils are chiefly trained in the method and in the habit of using a reference library. This investigation proceeds for several lessons under the constant guidance of teachers who give much attention to training the individual pupils in the art of careful experimenting and in the habit of making accurate observations and keeping record, with drawings both of apparatus and of objects. The facts which have been gathered are then correlated and the pupils are trained to draw conclusions with great care, tempering reasoning with judgment and common sense. Finally, the matter contained in the pupils' text-book upon the topic in hand is studied and recited upon, and after several topics have been covered, a written examination is held.

The slow development of the subject described above is found to give not only information, but also the mental training necessary to the appreciating of information. The text-book is studied to help the pupil in putting into the best form of words the knowledge which he has acquired at first hand, and in fixing in the memory the results obtained.

The work in clay is from vegetable and animal forms; the pictorial drawing is from groups of solids, objects and natural forms. In constructive drawings, sections are taught, and developments of solids are drawn with instruments, cut and pasted. In decoration, particular attention is given to the history of ornament. In the fourth year there is special study in light and shade, the medium used being charcoal. In all the classes the nature work is planned for the beginning and end of the school year. Throughout the school the object in all the work is to cultivate true and accurate observation and expression.

The wood-working, which is taught for its educational value, is correlated with drawing, modeling, science and history. It includes a course in joinery and the construction of scientific

experimental apparatus; courses in wood-carving, many of the designs of which have a historic value; and courses in wood-turning and pattern making.

Systematic physical exercise and instruction in vocal music form a part of the curriculum of every grade.

A certain portion of each day is set apart for worship, and it is not forgotten that the end of every school exercise is to form character, and to prepare for intelligent and faithful citizenship.

The elective system has been introduced into the high school in order that the course of each student may be adapted to his individual needs, and that specialization, within wise limits, may be encouraged. This system operates to increase the number of courses offered, to enrich each course and to remove the disadvantages of the class system.

English, including rhetoric, composition and literature, with history and civil government, are required of each student throughout the course. In every other subject a four years' course is offered, but from one to two years only are required. No one is permitted to study more than two foreign languages at one time or to begin more than one at a time.

COLLEGE PREPARATORY SECTION.

In the College Preparatory Section are placed pupils who are to receive preparation for colleges, or for professional or technical schools, as well as all those whose work involves special deviation from the general course. No class is formed in any subject unless a sufficient number are ready to enter it. Here, as in the other departments of the school, education is considered the end, and examinations merely an incident of school life, and in no case may the former be sacrificed to the latter by the admission of pupils who are to be coached rather than educated.

Preparation for college since it involves the meeting of varied requirements and necessitates the provision of special facilities for individual treatment, requires a corresponding increase in the rate of tuition. Those who intend to enter college, however, should proceed as far as possible in the general course, entering

the College Preparatory Section for the specific work of the final years.

The tuition fees are as follows, payable semi-annually in advance :

ELEMENTARY SCHOOL :

KINDERGARTEN	\$25.00
PRIMARY AND GRAMMAR	40.00
HIGH SCHOOL	50.00
COLLEGE PREPARATORY SECTION	150.00

School books are furnished free to all pupils below the High School.

It is understood that each pupil is entered for the entire year. In case of protracted absence or withdrawal due to sickness the loss is divided equally between the pupil and the school.

Application for entrance may be made during June and September. The Principal of the School will be at the school September 12-17 to meet applicants for admission. School begins on Monday, September 19.

The Circular of Information of the New York College for the Training of Teachers will be sent to applicants.

SARA D. JENKINS, PRINCIPAL,
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WALTER L. HERVEY,
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"Ever'thing comes t' him who waits
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